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ABSTRACT

A two-year study was undertaken in Massachusetts to evaluate the impact of vocational education on released ex-offenders. In the first year, evaluation procedures and interview instruments were developed, a survey of inmates was conducted, and the data collected was analyzed and summarized in a report. Since the second year of the study was not funded, its follow-up survey of releases was not performed, and the study's conclusions and recommendations are based solely on the first year. One hundred and four male prisoners representing various racial and educational backgrounds answered the survey form. The vocational courses in which they were enrolled during their confinement included auto mechanics, welding, furniture, auto body, tailoring, carpentry, GED, computers, refrigeration and air conditioning, oil burner repair, heating, and sheet metal. According to their responses, they felt that they were receiving good education, which would be adequate preparation for employment upon release. The recommendations that were formulated expressed in part the following needs: (1) more and better vocational equipment and facilities; (2) more emphasis on individual testing and placement; (3) more basic skills education; (4) assistance from academic, as well as vocational, teachers; (5) more support from business, labor, and industrial groups; and (6) alternatives for inmates who are transferred to another institution to allow them to complete their training programs. (ELG)

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THE IMPACT OF VOCATIONAL EDUCATION ON EX-OFFENDERS IN MASSACHUSETTS

FINAL REPORT

Thomas W. McClain
Principal Investigator

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Project Director

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Institute for Governmental Services
University of Massachusetts
Maurice A. Donahue, Director

February 1978

CE 017 004

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

This study summarizes the activities and findings of a project entitled "The Impact of Vocational Education on Ex-Offenders in Massachusetts" funded by the Massachusetts State Department of Education, Division of Occupational Education. Appreciation is expressed to that funding agency for their support of this project. Opinions expressed in this report are solely those of its author.

The Commonwealth of Massachusetts
Department of Correction
Lovercit Saltonstall Building, Government Center
100 Cambridge Street, Boston 02202

FRANK A. HALL
COMMISSIONER

February 25, 1977

Mr. Richard R. Caples
Project Coordinator
Institute for Governmental Services
Downtown Center, U/MA
100 Arlington Street
Boston, Massachusetts 02125

Dear Mr. Caples:

I am pleased to hear that the study to be performed for the Department of Correction by the Institute for Governmental Services is underway. Certainly the information generated concerning the impact of vocational training on ex-offenders will be of significant value to us as we continue to develop a system of comprehensive educational opportunities in Corrections.

The appropriate Department of Correction staff shall be contacted and informed of the nature of the study and of your involvement therein. You may expect their support and cooperation as the study progresses.

I look forward to reading the final report. Please contact me if I can be of further service to you.

Sincerely,

Frank A. Hall

Frank A. Hall
Commissioner

FAH/jm

The Commonwealth of Massachusetts
Department of Correction
Lemuel Shattuck Building, Government Center
100 Cambridge Street, Boston 02202

FRANK A. HALL
COMMISSIONER

M E M O R A N D U M

TO:

FROM: Commissioner Frank A. Hall

SUBJECT: U/MA Study for the Department of Correction

DATE: February 24, 1977

The Institute for Governmental Services of U/MA has been funded by the MA Department of Education to conduct a study for the Department of Correction. The subject of the study is The Impact of Vocational Education on Ex-Offenders in Massachusetts.

The project has three components: 1) Conduct a review of institutional vocational education programs so as to establish the extent and quality of the program base; 2) develop a questionnaire model for the follow-up of released participants; and 3) develop recommendations and draft a final report.

The project calls for the involvement of the five major institutions staffs, students and the respective Area personnel. I request your assistance and cooperation with the Institute during the study. I have received assurances from the Institute that demands on staff time will be kept to a minimum.

Certainly the information generated concerning the impact of vocational education on the ex-offender will be significant value to us as we continue to develop a system of comprehensive educational opportunities in Corrections.

The Project Coordinator for the study is Mr. Richard R. Caples, and he will be making personal contact with the appropriate interested parties. If you have any questions or concerns as the study progresses, please contact Mr. Harry Schoening, DOC Vocational Coordinator, who has been designated as Central Office contact person.

Thank you for your cooperation on this matter.

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THE IMPACT OF VOCATIONAL EDUCATION ON EX-OFFENDERS IN MASSACHUSETTS FINAL REPORT

I. Introduction

The Massachusetts Situation - An Overview

Presently there are over 3,000 adults who experience the institutional and parole processes of the Massachusetts Department of Correction each year. The average adult offender is often a high school dropout of the traditional public school system. Further, upon release a large portion of this group will be recommitted to the institutional environment within a year's time. The adult offender who experiences the processes of the Massachusetts Department of Correction has all of the deficits of the economically and culturally depressed. Consequently many of the offenders leave the correction system socially, emotionally, and vocationally handicapped - unfit for re-entry into the economic world.

This problem was recently identified by the National Advisory Commission on Criminal Justice Standards and Goals in its report to the Law Enforcement Assistance Administration. In this report the Commission challenged correctional educators to design vocational education programs for offenders "as part of the reintegration continuum which includes determination of needs, establishment of program objectives, and assimilation into the labor market."

As well the administration of the Massachusetts Department of Correction is concerned that adult offenders who come into

contact with this system be provided with occupational education opportunities that will enable offenders to continue their education as well as enhance their employability as they return to the community.

In partial answer to the problem the Massachusetts Department of Correction has conceptualized a master plan to lay the foundations for the delivery of institutional occupational education programs which provide opportunities for the offender to continue his forward progress as an employable individual. There exists, then, a clear commitment in the Department of Correction to develop a coordinated and comprehensive system for the delivery of quality vocational training programs in the Massachusetts Correctional Institutions to facilitate the rehabilitation and successful re-entry of the ex-offender back into the community.

During the past decade, training programs have been established in the institutions on the assumption that they would help residents obtain employment upon release or motivate them toward further education to obtain vocational skills. Previously this assumption has never been tested in the Commonwealth. No one has ever followed up on the released offenders to find out whether they do, in fact, obtain employment related to their training or continue their education. Nor has any correlation been sought between the problems or successes that offenders have in obtaining employment or future education with the types of programs that exist or should exist.

The paucity of post-release data was a significant element

in the Institute for Governmental Services proposing to conduct a study to enhance the treatment activities of the Department of Correction by providing a measure of this absent data. Among many founding Institute mandates was that to es' ıblish and maintain collaborative inter-agency relationships with a wide variety of organizations including state and local governmental agencies, other institutions of higher learning, business and industrial concerns, citizen groups and professional organizations. By bringing academic expertise together with political experience, the Institute seeks to provide government with new tools, thereby increasing the efficacy of their planning and management functions. In the judgment of the Institute the proposed investigation lay well within the boundaries of the founding mandates. The Institute therefore designed a follow-up and planning study to provide the DOC decision-makers with a current data base for improving vocational education programs within the institutions.

II. Methodology

A. Purpose of the Study

This project was originally designed as a two-year study to evaluate the impact of vocational education on the released ex-offender. Based upon the original design there were three objectives. These are listed below by year.

1. First Year

Survey institutional vocational education programs:

- design program evaluation procedures
- develop interview instruments and checklists
- survey programs
- tabulate and analyze data
- prepare survey report

2. Second Year

Conduct a follow-up of participants in vocational education programs:

- develop and implement preconditioning procedures
- confirm participation
- develop and administer questionnaire
- conduct follow-up interviews
- tabulate and analyze data
- prepare follow-up report

3. End of Second Year

Develop recommendations and final report:

- review of preliminary reports by agency decision-makers
- develop recommendations
- prepare final reports

Because there was not second year funding, only a survey of institutional vocational education programs was accomplished. The activities and survey results are presented in the following sections. However, a survey instrument was developed for released ex-offenders. It is attached as Appendix C.

B. Activities

1. Planning

Planning activities took place under the aegis of the recent Massachusetts Department of Correction assessment of vocational education programs and institutional factors affecting their operation done by Ohio State University. This Ohio State survey made recommendations involving five categories: Administration, Instructional Programs, Curriculum, Students and Resources. To as great a degree as possible the Institute planning offered supplementary materials to that previously gathered by the Ohio State group.

The initial three months of the project (November to January) were devoted to program planning. The two initial goals of the project were to develop the survey instrument (questionnaire) and to identify within the Massachusetts Department of Correction those staff people serving as contacts and coordinators. In developing the draft model of the questionnaire Institute personnel met a number of times with the Massachusetts Department of Correction staff to assure the incorporation of their perceptions into the instrument. Institute staff also met with the appropriate vocational education officials within the the Department to acquaint them with the goals of the program and to develop facilitating plans to assure the entrance of Institute staff into the prisons with minimum complications and disruptions.

The input obtained from corrections staff was used to modify the questionnaire. After the questionnaire was developed a support letter was obtained from Commissioner Hall to assist Institute staff entry into the prisons (see letters

of support, pages i and ii). This letter was subsequently mailed to the appropriate correction officials in the institutions targeted for visits.

The principle project officer met and corresponded with consultants in the area of vocational education in prisons who had developed materials in this area for the states of Minnesota and Texas.

2. Program Implementation

During the period of February through July Institute staff continued to meet with the Massachusetts Department of Correction occupational education staff for continued feedback on the developing questionnaire.

Further liaison work was necessary in connection with trying to obtain entry into the correctional institutions. For both human and organizational reasons this proved to be more difficult than initially expected.

When these initial obstacles were overcome site visitations to the individual prisons took place in order to familiarize both Institute staff and prison officials with the proposed methods of operation and questionnaire administration. On these occasions Massachusetts Department of Correction officials accompanied the Institute staff and were invaluable in making the proper introductions and "legitimizing" the coming inmate contact.

After these initial prison contacts Institute staff traveled to New Hampshire and consulted with the Director of the Division of Vocational Technical Education who had conducted,

implemented and carried out, a similar program in Minnesota.

Subsequently Institute staff members arranged with Massachusetts Department of Correction occupational staff to formally set the times and places for the actual administration of the questionnaires to inmates.

Frequent visits then followed to vocational education classes in the prisons to assure that the questionnaires reached an optimum number of inmates. Questionnaires were administered to the in-class prisoners on hand then; further visits in the fall resulted in a completion of the coverage.

Questionnaire administration was followed by the identification of pre-release centers for questionnaire distribution. A similar approach to that used to enter the prisons was employed for the pre-release center inmates - consultations with the Massachusetts Department of Correction officials, scheduling, mailing of letters, and finally, questionnaire administration.

3. Follow-up

Questionnaires were readministered as necessary at both the prisons and pre-release centers. This was necessary because many of the vocational education programs were not in place during the summer months. It was necessary to readminister the questionnaires to cover all the selected inmates.

When the solicitation was complete the questionnaires were gathered and analyzed. Results appear in the Appendix section. These activities took place in the last month, October 1977, of the project. The final project steps were

the development of recommendations and final report preparation.

III. Study Results

The following data was obtained from the evaluation instrument (see Appendix A) administered to inmates at Norfolk and Concord adult correctional facilities and Park Drive and Lancaster Pre-Release Centers. The backgrounds of the individuals surveyed showed that all individuals involved in this study were males and their ethnic backgrounds represented 62% white, 26% black, 2% Chicano, 1% American Indian and 5% other. On the average, they had approximately 1.69 dependents and their average prison stay was 15.4 months. The highest grade level completed by the inmates was as follows: 20% completed less than grade school, 51% had completed high school work, 12% had attended junior college and as many as 10% had been enrolled in a four-year college. 6% did not respond.

As far as the training received in the institutions, the following is a breakdown of the name of the vocational program, the number of participants attending those programs, average months of training and the number completing the program.

PROGRAM BREAKDOWN

	# of Part.	# months of training	% completing program
Auto Mechanics	28	5.7	12
Welding	13	5.4	30
Furniture	3	4.2	50
Auto Body	4	4.9	100
Tailoring	1	12.0	100
Carpentry	4	7.2	71
GED	10	2.5	71
Computers	29	6.25	20
Regrigeration & Air Conditioning	30	5.0	57
Oil Burner Repair	9	8.0	17
Heating	3	6.0	33
Sheet Metal	1	6.0	0

When asked about their original reasons for applying for vocational training, over 50% of the respondents indicated they were there to either learn a trade or to help them get a job when they got out. Other responses were to improve themselves (19%), to increase their parole chances (10%), to get a transfer to another unit (10%). The remaining 9% indicated that they heard the training was good and they wanted to heighten their own awareness. Interestingly enough, not one of the respondents indicated that they were forced to take the course.

When this survey was taken, many of the inmates were still in training. However, 99% of those completing this form indicated that they did plan to complete the program. Their

reasons again for sticking with the program were that it was valuable, they would have a trade and that they would be able to get a job once released from prison.

Further analysis of the survey form showed that a man was incarcerated approximately four months before he entered a training program. Admission to the program showed that it was made primarily by self-referral (92%), by the classification committee (7%) and only 1% by some other means. By and large, the inmates indicated that they had a choice about which program or activity they would take, as illustrated by 96% responding that they had a choice about which program to take. Three-quarters of those who did select courses implied that this was their first choice, since only 25% would have preferred some other type of training. Those non-obtainable courses desired by inmates were barbering, photography, carpentry, welding and advanced auto body. Reasons for respondents not being permitted to enroll in these courses were that they were simply not available or that there were no openings. However, if new courses were made available, motorcyle repair, plumbing, accounting, printing, journalism, electronics, computer and auto mechanics are occupations highly sought after by the inmates.

By and large, the inmates saw themselves as determining what career fields they would choose. 35% responded that they themselves had the most positive influence on their job plans, followed by 20% family and relatives and 3% friends. However, within the correctional institution, 61% of the inmates indicated that the vocational education instructor was the most

positive influence on their job plans followed by the academic instructor (23%), chaplain (9%), another inmate (6%) and lastly, the correctional officer (2%).

Most of the inmates surveyed (83%) indicated that there were special requirements that they had to have in order to get into the vocational education program.

The vocational instruction was very highly rated by the inmates. 85% of the respondents rated their vocational instructor as good or excellent, with 12% saying he was average and only 3% saying he was poor or bad. 76% stated that the vocational education program was set up in a way that met their particular needs as a student. Furthermore, 94% indicated that the vocational education program was interesting enough to make them want to consider going into that voactional program after release. This perception would appear to be reality based since 70% said that they had been tested so that they knew their level of competence.

Within the classroom itself, 93% stated that the vocational instructor showed a personal interest in them as students and that a very high percentage (98%) stated that it as clear what was expected of them during the course. Moreover, the vocational education instructor showed a genuine interest in them almost 100% of the time.

In assessing the tools and equipment for use within the laboratory, two-thirds felt that they were good enough to prepare them for a job in the field after release. Moreover, the instruction and training was believed by 98% of the inmates to

give them a decided edge over other ex-inmates who did not participate in a vocational program once they were released. This is further borne out by 86% of the inmates thinking that their training qualified them to meet the requirements of the job in the training area once they were released from prison. Furthermore, over 70% thought the training would be helpful in obtaining any kind of job once they were released.

In the last area of the questionnaire, inmates were asked to rate a number of areas in relation to whether or not instruction in them was offered and whether or not inmates would like further training in them. Even though these respondents were in pre-release centers, only about 17% of them indicated that they had had instruction in any of the following: resume writing, developing a cover letter, filling out a job application, taking a job interview, locating jobs or knowing how to choose the right job. Not surprisingly, approximately 83% indicated that they wanted help in these areas. Developed priorities were as follows:

1. How to choose the right job
2. How to take a job interview
3. How to locate job openings
4. How to write a resume
5. How to fill out a job application
6. How to write a cover letter for your resume

Asked how sure they were of the job they wanted when they were released, 78% indicated that they were either sure or very sure, with the remainder (22%) unsure or very unsure.

Finally, only about one-third of the respondents were aware of the supportive services available to them once they were released.

Summary of Results

In summary, the population surveyed indicated a broad cross-section of race and educational background. The respondents also represented approximately 12 vocational programs offered in two of the more progressive correctional institutions in the state. The men taking the courses were motivated by the desire to get a job once they got out and by having a skill they could depend upon. Most of the courses they selected were freely chosen, yet a quarter of them wished that there were additional courses available within the institution.

By and large, the inmates were pleased with their program and gave exceptionally high ratings to the vocational instructors who were the most positive influences on their job plans. Given the limited resources within the prisons, the inmates still felt that they were receiving good education and that it would prepare them adequately once released. There are a number of areas such as job hunting and employability skills that many inmates wished they were being trained about prior to release. This sharpening of their employability skills should be emphasized and further information provided on support services available to inmates once they are released from prison.

Recommendations

The following are recommendations formulated as a result of personal interviews with inmates, discussions with MDOC personnel and analysis of this survey.

1. Equipment and facilities within the institutions should be expanded to include, at a minimum, the necessary equipment to permit students completing the programs to function effectively in post-prison employment.

2. There should be more emphasis on individual testing.

3. There should be more emphasis on individual placement.

4. Increase the students' knowledge of basic skills by emphasizing reading, writing and arithmetic.

5. Have academic teachers assist the vocational education instructors when appropriate.

6. Increase business, labor and industrial groups sponsoring, teaching and implementing various specialty programs. Additionally, these sponsors should supply teachers, equipment and other expertise.

7. Evaluate the process for automobile repair at Concord.

8. Inmates should be more aware of what the support services are for them.

9. All inmates should learn the basic employability skills.

10. As a result of many transfers within the correctional system, many inmates are not able to finish their vocational training program. Alternatives to this problem need to be explored.

11. The present vocational education programs need to be expanded to include all the relevant interest areas of the inmates.

A P P E N D I X A

TABULATION SUMMARY QUESTIONNAIRE

TABULATION SUMMARY QUESTIONNAIRE

I PERSONAL INFORMATION

Name _____ Number _____
(Last) (First) (Middle)

Mailing Address _____
(Street) (City) (State) (Zip)

Telephone Number _____

Sex: (104) Male ( ) Female

Ethnic Background: (62%) White (0) Oriental (26%) Black
(1%) American Indian (2%) Chicano (5%) Other

1. How many dependents do you have? ___

2. How long have you been in prison? ___

3. What is the highest grade level you have completed?

High School 51%
Grade School 20%
Junior High 12%
Community College 10%
Four-year College 0%
N.R. 6%

II PROGRAM INFORMATION

1. What training are you receiving in the institution?

Name of Program	Months of Training	Completed Yes	Completed No
a. Refer to Appendix B			
b.			
c.			
d.			
e.			

2. What were your original reasons for applying for vocational training?

(28%) To learn a trade
(10%) Increase parole chances
(0%) Forced to
(25%) Help me to obtain job when I get out
(10%) To get a transfer to another unit
(19%) To improve myself
(7%) Heard the course was good
(3%) Other (Specify) Stay out of jail; heighten awareness

3. Do you plan to complete the program?

(99%) Yes
(1%) No
Reasons: valuable; good program; get job; have trade; self-interest; stay out

N.R. = No Response

4. How long were you in the institution before you were placed in a training program? 4 months mean

5. Did you request vocational education or did a classification committee suggest you take vocational education?

(92%) Self-referral
(7%) Classification committee
(1%) Other (Specify)

6. Did you have a choice about which programs or activities you would take?

(96%) Yes
(4%) No

7. Is there any training available within the institution which you want but for some reason have not entered into?

(25%) Yes (What?) counseling; barbering; photography; carpentry; welding; advanced auto body
(75%) No

8. If yes to question 7, what is the reason you have not received this training?

Not available

No openings

9. Are there any other types of training within the institution which you would like if available?

( ) Yes (What?) Motorcycle repair; plumbing; accounting; printing; journalism; barbering; electronics; computer; auto mechanics

(46%) No
(10%) N.R.

10. Who do you feel has the most positive influence on your job plans upon release?

Self - 35%

Family & Relatives - 20%

Friend - 3%
N.R. - 42%

Examples:

(9%) Chaplain
(6%) Vocational education instructor
(2%) Correctional officer
(23%) Academic instructor
(6%) Another inmate

11. Were there any special requirements that you had to have in order to get into the vocational education program?

(17%) Yes
(83%) No

12. How would you rate your vocational instructor?

(40%) Excellent
(45%) Good
(12%) Average
(2%) Bad
(1%) Poor

13. Is the vocational education program set up in such a manner that it meets your needs as a student?

(76%) Yes
(24%) No

14. Is your vocational education program interesting enough to make you want to consider going into that vocation after release?

(94%) Yes
(6%) No

15. Have you been tested so that you know your level of competence?

(70%) Yes
(30%) No

16. Does your vocational instructor show a personal interest in you as well as the other students?

(93%) Yes
(7%) No

17. Is it clear what is expected of you during the course?

(98%) Yes
(2%) No

18. In your opinion, does your vocational education instructor show a genuine interest in his job?

(100%) Yes
(0%) No

19. Are the tools and equipment you use good enough to prepare you for a job in that field after release?

(65%) Yes
(35%) No

20. Do you believe that you will have an advantage over the ex-inmates who did not participate in the vocational education program when you are released?

(98%) Yes
(2%) No

21. Does your training qualify you to meet the requirements of a job in your training area when you are released?

(86%) Yes N.R. 2%
(12%) No
Why? no experience; no instruction

22. Do you think the vocational education you are receiving will be helpful to you in getting a job upon release?

(71%) Yes
(4%) No
(25%) Do not know

III ADDITIONAL INFORMATION

1. Have you been instructed in any of the following?	Would you like training in this area if you haven't received it?	
(18%) Resume writing	(74%) Yes	(26%) No
(14%) Cover letter to your resume	(69%) Yes	(31%) No
(24%) How to fill out a job application	(70%) Yes	(30%) No
(17%) How to take a job interview	(82%) Yes	(14%) No
(19%) How to locate job openings	(75%) Yes	(25%) No
(13%) How to choose the right job	(83%) Yes	(17%) No

2. How sure are you of the job you want when you are released?

(43%) Very sure
(35%) Sure
(22%) Unsure
(0%) Very unsure

3. Are you aware of the support service available to you?

(35%) Yes
(65%) No

APPENDIX B

FOLLOW-UP QUESTIONNAIRE

FOLLOW-UP QUESTIONNAIRE

I PERSONAL INFORMATION

Name_____ Number_____
(Last) (First) (Middle)

Mailing Address_____
(Street) (City) (State) (Zip)

Telephone Number_____

Sex: ( ) Male ( ) Female

Ethnic Background: ( ) White ( ) Oriental ( ) Black
( ) American Indian ( ) Chicano ( ) Other

1. How many dependents do you have?_____

2. How long were you in prison?_____
(Months/Years)

3. What is the highest grade level you have completed?

High School_____ Community College_____
Grade School_____ Four-year College_____

II WORK HISTORY

1. Please list below the full-time jobs you have had since your release.

Employer	Job	Dates	Income

2. Was your first job after release an interim job to meet the conditions of parole or a permanent job?

( ) Interim Job
( ) Permanent Job

3. If it was an interim job, how long was it before you got a permanent job?

_____

4. Which persons have been most helpful in assisting you in getting a job?

( ) Self
( ) Friends
( ) Relatives
( ) Pre-release center
( ) Vocational instructor
( ) Manpower (Department of Corrections)
( ) D.E.S.
( ) Parole Officer
( ) Other (Specify)_____

III WORK RELATED INFORMATION

1. Are you presently employed? If no, answer only those questions that relate to your experience.

( ) Yes
( ) No

2. If yes to question number 1, do you like your present job?

( ) Very much
( ) "It's a job"
( ) Dislike

3. In your present job, how much of the training you received while incarcerated do you use?

( ) All of it
( ) Most of it
( ) Some of it
( ) None of it

Describe your job duties:_____

_____

_____

4. Was your first job after release the same type of work you did before entering prison?

( ) Yes
( ) No

5. What was your starting salary on your first job after release?

_____ Hourly / Weekly / Monthly (Circle One)

6. Were you involved in a work release program?

( ) Yes
( ) No

7. If yes to question 6, please complete below:

Was your work release related to your vocational training in the institution?

( ) Yes
( ) No

IV PROGRAM INFORMATION

1. While in the institution what training did you receive?

Name of Program	Months of Training	Completed Yes	Completed No
a.			
b.			
c.			
d.			
e.			

2. What were your original reasons for applying for vocational training while inside?

( ) To learn a trade
( ) Increase parole chances
( ) Forced to
( ) Help me obtain job when I get out
( ) To get a transfer to another unit
( ) To improve myself
( ) Heard the course was good
( ) Other (Specify)_____

3. If you did not complete the program, why?

( ) Transferred before completion
( ) Physical illness/injury
( ) Disciplinary reasons
( ) Other (Specify)_____

4. How long were you in the institution before you were placed in a training program?_____

5. Did you request vocational education or did a classification committee suggest you take vocational education?

( ) Self-referral
( ) Classification committee
( ) Other (Specify)_____

6. Did you have a choice about which programs or activities you would take?

( ) Yes
( ) No

7. Was there any training available within the institution which you wanted but for some reason did not enter into?

( ) Yes (What?)_____
( ) No

8. If yes to question 7, are there any reasons why you did not receive this training?

_____

_____

_____

9. Were there any other types of training within the institution which you would have liked to get had they been available?

( ) Yes (What?)_____

_____

_____

( ) No

10. Who do you feel had the most positive influence on your job plans while at this institution?

_____

_____

_____

Examples:

( ) Chaplain
( ) Vocational education instructor
( ) Correctional officer
( ) Academic instructor
( ) Another inmate

11. Were there any special requirements that you had to have in order to get into the vocational education program?

( ) Yes
( ) No

12. How would you rate your vocational instructor while in vocational training?

( ) Excellent
( ) Good
( ) Average
( ) Bad
( ) Poor

13. Was the vocational education program set up in such a manner that it met your needs as a student?

( ) Yes
( ) No

14. Was your vocational education program interesting enough to make you want to consider going into that vocation after release?

( ) Yes
( ) No

15. Were you tested so that you knew your level of competence?

( ) Yes
( ) No

16. Did your vocational instructor show a personal interest in you as well as the other students?

( ) Yes
( ) No

17. Was it clear what was expected of you during the course?

( ) Yes
( ) No

18. In your opinion, did your vocational education instructor show a genuine interest in his job?

( ) Yes
( ) No

19. Were the tools and equipment you used good enough to prepare you for a job in that field after release?

( ) Yes
( ) No
Why?_____

_____

20. Do you believe that you do have an advantage over the ex-inmates who did not participate in the vocational education program when you were released?

( ) Yes
( ) No

21. Did your training qualify you to meet the requirements of a job in your training area when you were released?

( ) Yes
( ) No
Why?_____

_____

22. Was the vocational education you received helpful in getting the job?

( ) Yes
( ) No
( ) Don't know

23. Was there coordination between the institution and Manpower office?

( ) Yes
( ) No

V ADDITIONAL INFORMATION

1. Prior to your release, which of the following items were you instructed in?	Would you like training in this area if you didn't receive it?	
( ) Resume writing	( ) Yes	( ) No
( ) Cover letter to your resume	( ) Yes	( ) No
( ) How to fill out a job application	( ) Yes	( ) No
( ) How to take a job interview	( ) Yes	( ) No
( ) How to locate job openings	( ) Yes	( ) No
( ) How to choose the right job	( ) Yes	( ) No

2. Prior to your release, how certain were you of the job you wanted?

( ) Very sure
( ) Sure
( ) Unsure
( ) Very unsure

3. Are you aware of the support service available to you?

( ) Yes
( ) No